DOCUMENT RESUME

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IDENTIFIERS	Sri Lanka

ABSTRACT

The materials status report for Sinhala, the majority and official language of Sri Lanka, is one of a series intended to provide the nonspecialist with a picture of the availability and quality of texts for teaching various languages to English speakers. The report consists of: (1) a brief narrative description of Sinhala, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of instructional programs, linguists who have worked on the language, native speakers, and other information of use to the individual planning a course in the language; (2) a bibliography of materials, categorized as basic level teaching materials, advanced level teaching materials, refresher/maintenance materials, reference materials, and dictionaries, according to evaluators' judgment of their best use in classes today rather than according to the author's intentions; and (3) individual materials evaluations each consisting of a general description (including publication information), an overview of the contents, statements about the quality of the language used, and a form on which the general text quality (language and presentation) is evaluated. The evaluations are made by native speakers and linguists recognized for their knowledge of the language. (MSE)

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ED262618

Language/Area Reference Center

Materials Status Report

SINHALA

November, 1985

Center For Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

U.S. DEPARTMENT OF EDUCATION
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FL015287

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Materials Status Reports - General Description

This Materials Status Report is one of forty-one prepared by the Language and Area Reference Center, Center for Applied Linguistics, for the members of the Interagency Language Roundtable, under Contract No. 1735-507041 between CAL and the Foreign Service Institute, Department of State.

The purpose of the reports is to provide the non-specialist with a picture (as of 1985) of the availability and quality of texts teaching the language(s) to English speakers. Reports have been prepared for the following languages:

Afghan Persian (Dari)	Bengali	Indonesian	Sinhalese
Afrikaans	Berber (all dialects)	Kongo	Somali
Amharic	Bulgarian	Kurdish	Shona
Arabic/Libyan	Burmese	Korean	Slovak
Arabic/Saudi	Cambodian	Lao	Tagalog
Arabic/Gulf	Czech	Malay	Thai
Arabic/Sudanese	Dutch	Mongolian	Tigrinya
Armenian	Finnish	Ngala	Uigur
Azerbaijani	Hausa	Pashto	Vietnamese
Baluchi	Hindi	Portuguese	Xhosa
			Zulu

The Materials Status Reports consist of:

1. A one- or two-page narrative description of the language, the areas where it is spoken, its major dialects, its writing system, points of difficulty for the English-speaking learner, usable texts, availability of programs, linguists who have worked on the language, native speakers, and other information of use to the individual or agency planning a course in the language.

2. A bibliography of materials, grouped as follows: Basic Level Teaching Materials; Advanced Level Teaching Materials; Refresher/Maintenance Materials; Reference Materials; and Dictionaries. The terms "basic level" and "advanced level" are defined by the government-wide proficiency levels: materials bringing the student to proficiency level 2 in speaking and/or reading are categorized as "basic", whereas materials bringing the student to levels higher than 2 are categorized as "advanced". The dictionaries listed are bilingual dictionaries with English as one of the languages. Materials are categorized according to our evaluators' judgment as to their best use in classes today, and not according to the authors' intentions; e.g. a good traditional grammar-translation text will be categorized as reference, rather than as basic teaching materials.

All materials known to us are listed in the bibliography. For the more uncommon languages, e.g. Uigur, all sources have been evaluated (if we were able to find them). For the more common languages, e.g. Finnish, we did not evaluate pre-World War II materials except for widely-acknowledged classics. Unevaluated materials are listed alphabetically by author at the end of the bibliography.

3. Individual materials evaluations for each of the texts listed in the bibliography. A particular evaluation consists of a general description, including publication information, an overview of the contents, and statements about the quality of the language used; a "meta-criteria" form by which the general quality of the text, in terms of language taught and overall quality of presentation, are evaluated. More specific information is presented, on following forms, for those texts which have been judged to be of reasonable quality. The evaluations have been made by native speakers of the languages, and by linguists/language teachers recognized for their knowledge of the languages.

We have discovered, in the process of developing the Materials Status Reports, that the same set of materials will frequently appear under different editions and reprintings, and also under different titles, different publishers, and even different authors. In these cases, we generally choose the most recently appeared set for evaluation, and discuss the publication history on the description page of the individual evaluation. Occasionally, we are aware of later editions from the one we have access to; the existence of the later edition is also mentioned on the description page.

The Materials Status Reports are available from the ERIC Document Reproduction Service.

Language, dialects, standards. Sinhala is the official and majority language of Sri Lanka, and one of two national languages (with Tamil the second). Dialects of Sinhala are referred to by region or locale; i.e., Kandyan, Colombo, Southern, etc. There is a standard written dialect, with several quite distinct varieties in use, all of them quite different from the colloquial. While there is not really an oral dialect as such, the educated variety spoken in and around Colombo seems to be achieving that status. While the dialects are mutually intelligible with one another, they are mutually intelligible with no other language.

Writing system. Sinhala employs a script unique to the language, known as Sinhala. The "pure" Sinhala script is essentially that of 13th-14th century poetry. The mixed script, including characters for Sanskrit borrowing, is the one in general use. Since it involves primarily additions to the "pure" script, there is no real problem, but students are commonly taught the difference. The writing system is standardized, with some minor variations in the use of some letters.

Production of written language. Typewriters exist for Sinhala and can be bought in Germany, Italy and Sri Lanka. Typesetting is available, and computer type fonts exist (Cornell has developed fonts for the Macintosh). There are some fonts available in Sri Lanka, but they are either difficult to locate or too rudimentary for use.

Difficulty for English-speaking learners.

Phonology: Of medium difficulty for English-speaking learners, particularly the alternation in low vowels; retroflex consonants; set of prenasalized stops which contrasts with regular nasal plus stops; double consonants; and vowel change.

Syntax: SOV, with left branching.

Vocabulary: Historically, Sinhala has cognates with English, but these are generally now recognizable only by the specialist. There are borrowings in Sinhala from English, Dutch, Portuguese, Sanskrit and Tamil.

Writing system: unique to Sinhala and almost phonetic for the language.

Usable existing texts.

Basic level: Fairbanks, et al., Colloquial Sinhalese, 1968.
Gair and Karunatilaka, Literary Sinhala, 1974.
Gair, et al., Colloquial Sinhala Reader, forthcoming.
MacDougall, Sinhala, 1979.

Advanced level: Gair and Karunatilaka, Samples of Contemporary Sinhala Prose with Glossary and Grammatical Notes, 1976.

Refresher-Maintenance: none

Reference: Gair and Karunatilaka, Literary Sinhala Inflected Forms, 1976.
Reynolds, Sinahalese, an Introductory Course, 1980.

Dictionaries: Carter, Sinhalese-English Dictionary, 1965.
Clough, Sinhala-English Dictionary, 1982.
DeZoysa, English and Sinhalese Dictionary, 1964-67.

Electronic: none

Native speaker availability in the U.S. There are probably thousands of native speakers of Sinhala in the U.S., none with linguistic training or degrees, to the knowledge of our reviewer.

Existing programs, classes. Capability at FSI. Cornell University has a full program of Sinhala as part of its South Asia Program.

Linguist resources. James W. Gair and Gordon H. Fairbanks, Cornell University.

Basic Level Teaching Materials

De Saram, D.D. An Introduction to Spoken Sinhala. Colombo, Sri Lanka: External Services Agency, University of Sri Lanka, 1977. [115p] [PK2813.D4 1977]

Fairbanks, Gordon H., James W. Gair and M.W.S. De Silva. Colloquial Sinhalese. Ithaca, NY: South Asia Program, Cornell University, 1968. [2 v.] [PK2812.F3]

Fernando, K.P. Learn Yourself Sinhalese; to speak, read and write through English. Rev. and enl. 4th ed. Jaela, 1966- [PK2813.F46]

Gair, James W. and W.S. Karunatilaka. Literary Sinhala. Ithaca, NY: Cornell University, Dept. of Modern Languages and Linguistics, 1974. [453p] [ED 091 931]

Gair, James W. and W.S. Karunatilaka, with John Paolillo and Milan Rodrigo. Colloquial Sinhala Reader. Ithaca, NY: Cornell University, South Asia Center, forthcoming 1985-86.

MacDougall, Bonnie G. Sinhala. Washington, DC: Foreign Service Institute, 1979. [PK2812.M25]

Ranawake, Edwin. Spoken Sinhalese for Beginners. Rev. 4th ed. Colombo: M.D. Gunasena and Co., Ltd., 1953. [PK2813.R3 1953]

Reynolds, Christopher Hanby Baillie. Sinhalese, An Introductory Course. London: School of Oriental and African Studies, University of London, 1980. [319pp] [PK2812.R49]

Advanced Level Teaching Materials

Gair, James W. and W.S. Karunatilaka. Samples of Contemporary Sinhala Prose with Glossary and Grammatical Notes. Ithaca, NY: Cornell University, South Asia Program, 1976. [52pp]

Refresher-Maintenance Materials

none

Reference Materials

Gair, James W. and W.S Karunatilaka. Literary Sinhala Inflected Forms: A Synopsis. With a transliteration guide to Sinhala script. Ithaca, NY: Cornell University, South Asia Program, 1976. [82p]

Reference Materials, cont.

Gunasekara, Abraham Mendis. A Comprehensive Grammar of The Sinhalese Language. Colombo, Sri Lanka: Sri Lanka Sahitya Mandalaya, 1962. [xv, 516p] [Reprint of 1891 ed.]

Reynolds, Christopher Hanby Baillie. Sinhalese, An Introductory Course. London: School of Oriental and African Studies, University of London, 1980. [319pp] [PK2812.R49]

Dictionaries

Carter, Charles. A Sinhalese-English Dictionary. Colombo: M.D. Gunasena, 1965. [806p] [PK2837.C3 1965] (Reprint of the revised ed. issued in 1936. First published in 1924.)

Clough, Benjamin. Clough's Sinhala-English Dictionary. New Delhi, India: Educational Services, 1982. [824p] [PK2837.C43 1982]

De Zoysa, Agampodi Paulus. Dharmasamaya Simhala sabda kosaya. English and Sinhalese. Place of publication and co., in Sinhalese, 1964-67. [PK2837.D38] [2884p] [3v.]

Malalasekera, George P. Ingrisi-Simhala Sabda Kosaya. English-Sinhalese Dictionary. Colombo, Sri Lanka: M.D. Gunasena and Co., 1971. [xiv, 1066p] [Reprint of 1967 ed.] [ED 033 332, resume of 1948 1st ed only]

Electronic Materials

none

Materials Not Evaluated

Carter, Charles. An English-Sinhalese Dictionary. Colombo, Sri Lanka: M.D. Gunasena and Co., 1968. [535p] [Reprint of 1936 ed., 1st ed. 1889]

De Silva, M.W.S. A Colloquial Sinhalese Reader. York, England: The Author, University of New York, 1971. [211p]

Da Silva, Simon. Third Standard Reader. Colombo: G.J.A. Skeen, 1892. [72p] [Oriental Division Cingalese, LC]

. Fourth Standard Reader. Colombo: G.J.A. Skeen, 1892. (Title in English and Sinhalese, text in Sinhalese). [98p] [Orientalia Cingalese]

Materials not Evaluated, page 3

De Zylva Walisinghe, Sudharman Dharmadasa. English and English-Sinhala Dictionary. Colombo, Sri Lanka: M.D. Gunasena and Co., 1966. [xxiii, 1332p]

Ferguson, Alastair Mackenzie. The Sinna Durai's Pocket Sinhalese Guide. 2nd ed. enl. with an exhaustive vocabulary. Colombo: A.M. and J. Ferguson, 1911. PK2813.F42 1911] [270p]

Garusinghe, Dayaratne. Sinhalese: The Spoken Idiom. Munich, West Germany: Max Hueber Verlag, 1962. [106p]

Geiger, Wilhelm. A Grammar of The Sinhalese Language. Colombo: The Royal Asiatic Society, Ceylon Branch, 1938. [PK2812.G4] [200p]

Jayatilaka, Sir Don Baron. A Dictionary of The Sinhalese Language, compiled under the directionof Prof. Wilhelm Geiger. Colombo: The Royal Asiatic Society, Ceylon Branch, 1935. [PK2837.J3]

Nicholson, James. A Pocket Dictionary of The English and Sinhalese Languages. 2nd ed. rev. and enl. by the Rev. David de Silva. Colombo: The Wesleyan Mission Press, 1873. [782p] [PK2837.N5]

Perera, Henry Samuel. A Colloquial Sinhalese Reader in Phonetic transcription (with an intro. on the phonetics of Sinhalese). Manchester: The University Press; London/New York: Longmans, Green and Co., 1919. [PK2813.P4] [39p]

Perera, Theodore G. The Sinhalese Language. Colombo, Sri Lanka: M.D. Gunasena and Co., 1966. [xxiii, 393p] [Reprint of 1932 ed.]

Ratna English-Sinhalese Pocket Dictionary. 1st ed. Colombo, Sri Lanka: Ratna Poth Prakasakayo, 1970. [503p]

Ratnasuriya, M. Dharmasiri and P.B.F. Wijeratne. The Shorter Sinhalese-English Dictionary: Vol. I. Colombo, Sri Lanka: University of Ceylon Press Board, 1949.

Wickremasinghe, Martino de Zilva. Sinhalese self-taught. London: E. Marlborough and Co., 1916. [PK2813.W5] [119p]

Wideratne, David G. Sinhalese through English. 3rd ed. Colombo: M.D. Gunasena, 1968. [PK2812.W5 1968] [302p] [missing from LC collection]

INDIVIDUAL MATERIALS EVALUATION

Basic Course Materials

De Saram, D.D. An Introduction to Spoken Sinhala. Colombo, Sri Lanka: External Services Agency of the University of Sri Lanka, 1977.

Specific language/dialect taught: Sinhala

Type of text: Beginning text

Publication information: [PK2813.D4 1977]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: audio-lingual

Presentation of language: phonetic transcription and conversations in Sinhala script at the end of the text

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: good

Overall organization of text:
[115pp]

I. 14 lessons contain: graded conversations, explanatory translations (literal and idiomatic); grammar notes; vocabulary; exercises (completion, transformation, repetition, etc.).

II. Sinhala writing system introduced

III. Conversations of 14 lessons reproduced in Sinhala script for reading practice.

Vocabulary areas covered: mainly communication and survival in newcomer situations

General comments:

CPT page label: SINDESAA

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SINHALA
De Saram, Introduction

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	• X	•		

• Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: Limited in scope, but systematic.

Evaluator: James W. Gair

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

SINHALA
De Saram, Introduction

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N	
Development of ability to use the language in appropriate contexts	X						n/a
Presentation, explanation of basic grammatical structures	X						n/a
Development of accurate pronunciation		X					
Development of automaticity, fluency	X						n/a
Development of appropriate range of vocabulary	X						n/a
Presentation of cultural and functional information			X				n/a
Development of encoding, decoding skills (in non-roman alphabets)					X		
Development of basic reading skills						X	

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?			X
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?		X	
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			X
Do the materials include guides for teaching?	X		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

SINHALA
De Saram, Introduction

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?		X	
Are the materials considered successful by current users, if any?		information n/a	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		X	
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: Systematic, but limited in scope. Some more detailed information on the formation of forms (morphophonemics) would be useful. The "explanatory translations" (constituent-by-constituent glosses) will be familiar to the linguist, but may take some getting used to by the student.

The most systematic and best-arranged introduction to the language so far in print in Sri Lanka (some other good materials exist in mimeo).

Evaluator: James W. Gair

Date: October, 1985

Y = yes; S = somewhat; N = no

Fairbanks, Gordon H., James W. Gair, and M.W.S. De Silva. Colloquial Sinhalese. Ithaca, NY: Cornell University, South Asia Program, 1981 (part I), 1984 (part 2).

Specific language/dialect taught: Sinhala, colloquial

Type of text: beginning text

Publication information: First published in 1968, this is its second printing. [PK2812.F3]

Intended users: Beginning level students of Sinhala

Format: two volumes

Overall grammatical/pedagogical approach: structural

Presentation of language: phonemic transcription and Sinhala script

Physical quality of book: good quality softbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[xxvii, 390 pp] [ix, 251pp]
36 lessons in two parts, include: conversations, grammar (based on the conversation), exercises and review exercises after every four lessons.

In the first 12 lessons, new Sinhala material is presented in a phonemic transcription. The Sinhala script is introduced in lesson 5 and from lesson 13, all new Sinhala material is written in Sinhala script.

Appended to Part II are: 1) Inflected forms of Sinhala; and 2) Sinhala-English/English-Sinhala Glossary.

Vocabulary areas covered: mainly communication and survival in newcomer situations; practical knowledge

General comments:

CPT page label: SINFAIRA1

LARC staffer: McFerren

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SINHALA
Fairbanks, Colloquial Sinnala

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: James W. Gair

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

SINHALA
Fairbanks, Colloquial Sinhala

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N	
Development of ability to use the language in appropriate contexts	X						n/a
Presentation, explanation of basic grammatical structures	X						n/a
Development of accurate pronunciation		X					
Development of automaticity, fluency	X			X			
Development of appropriate range of vocabulary	X						n/a
Presentation of cultural and functional information	X						n/a
Development of encoding, decoding skills (in non-roman alphabets)				X			
Development of basic reading skills					X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		X	
Do the materials include guides for teaching?	X		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

SINHALA
Fairbanks, Colloquial Sinhala

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?		X	
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: Still the fullest introductory text. The language is current colloquial, although outdated in some small respects (prices, government organization, etc.). There is some bias toward the southern dialect, which can be adjusted by the teacher. Some grammatical points are introduced too late (pedagogically), limiting the student's ability to generate some structures (particularly some negatives and past forms) as early as might be advisable. The forthcoming accompanying reader is designed in part to remedy this. Drills and exercises are of the familiar audio-lingual sort. Some more communicatively-oriented exercises should be added by the instructor, if possible. The text is quite complete as a basic text, however, and has proved to reflect the language accurately. Grammatical explanations are quite full.

Evaluator: James W. Gair

Date: October, 1985

Y = yes; S = somewhat; N = no

Fernando, K.P. Learn Yourself Sinhalese; to Speak, Read and Write through English. Books 1 and 2. Colombo, Sri Lanka: M.D. Gunasena and Co., Ltd., 1966.

Specific language/dialect taught: Sinhala, spoken in Book 1 and Written in Book 2.

Type of text: Beginning text, self-instructional

Publication information: 4th ed. [PK2813.F46]

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: essentially traditional, though it aims at being audio-lingual. Much use of translation, filling in blanks, etc.

Presentation of language: Sinhala script introduced in first lesson. Sinhala script is used throughout and with transcription as well on word lists.

Physical quality of book: paperbound

Editorial quality of target language: good, but some admixture of literary in the colloquial.

Editorial quality of English: stilted

Overall organization of text:
The Sinhala alphabet is introduced in Lesson 1. Lessons 2-20 include selected vocabulary divided topically; speech and reading practice drills, and example sentences. A test ends each lesson, with two-way translation, completion exercises, etc. Lessons 21-24 present the grammar, also with sample tests.

Appended are: Model Answers to the 24 tests
Sinhala-English/English-Sinhala Vocabularies

Vocabulary areas covered: communication and survival in newcomer situations; practical knowledge; religious, scientific, literary, political topics.

General comments:

CPT page label: SINFERNA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SINHALA
Fernando, Learn Yourself

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			 X X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Contains useful vocabulary, but the presentation of structure is not systematic in terms of current practice, and material on morphology is inadequate for the student to generate forms. The transcription into Roman script is somewhat misleading in representing the phonology.

Evaluator: James W. Gair

Date: October, 1985

Gair, James W. and W.S. Karunatilaka. Literary Sinhala. Ithaca, NY: Cornell University, Department of Modern Languages and Lingusitics, 1974.

Specific language/dialect taught: Sinhala, literary

Type of text: beginning text

Publication information: Available from Cornell University, South Asia Program.

Intended users: Intended for students with a basic command of colloquial Sinhala.

Format: book

Overall grammatical/pedagogical approach: structural

Presentation of language: Sinhala script mainly and transcription in the grammatical discussions.

Physical quality of book: paperbound, printing clear, but binding may loosen.

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[453pp]
15 lessons, each including a main reading and a glossary. The readings are graded for grammatical features and should be done in order. The grammar section of each lesson deals with new features found in the main reading. Each lesson concludes with two supplementary readings which give further practice on grammatical features already introduced. A cumulative Sinhala-English glossary concludes the text.

Vocabulary areas covered: non-specific

General comments:

CPT page label: SINGAIRA1

LARC staffer: McF

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Spanish (lg)
Tejas Literary Scholastic (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	• Y	•		

• Specific language-teaching context

Basic Courses	X
Advanced Courses	X
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

(Intermediate - follows college text)

Electronic Aids	

Comments: Presumes basic knowledge of the spoken language and is an introduction to the written version (which is quite different) There is actually an intermediate text, designed to integrate with the series beginning with Fairbanks, et al

Evaluator: [signature] Date: 10/17/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Sibala (lg)
Glas, Literary Sibala (text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts				X		
Presentation, explanation of basic grammatical structures				✓		
Development of accurate pronunciation						
Development of automaticity, fluency				X		
Development of appropriate range of vocabulary				✓		
Presentation of cultural and functional information				X		
Development of encoding, decoding skills (in non-roman alphabets)				✓		
Development of basic reading skills				X		

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker? N A			
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		X	
Do the materials include guides for teaching?		X	
Does implementation of the materials provide students with opportunities to hear, imitate and use the language? N/A			
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

BEST COPY AVAILABLE

Sinhala
(lg)
Basic Literary Sinhala
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student? N/A - Limited to reading and to some degree writing.			
Are the materials considered successful by current users, if any?	X		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: This book is an introduction to the variety of Sinhala used for virtually all written and printed material. It assumes the equivalent of 24 lessons of Colloquial Sinhalese (Fairbanks, Gair and De Silva) and cross-references are made to that book. The basic structures and forms of the literary language are quite thoroughly covered, and there is material on correspondence as well. Can be used for self-instruction since is an accompanying or reference sketch (q.v.) of grammatical forms.

Evaluator: [illegible] Date: 10/17/85

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Description

SINHALA
Gair, Colloquial Reader

Gair, James W. and W.A. Karunatilaka, with John Paolillo and Milan Rodrigo. Colloquial Sinhala Reader. Ithaca, NY: Cornell University, South Asia Program, forthcoming, 1985-86.

Specific language/dialect taught: Sinhala, colloquial

Type of text: basic level teaching material

Publication information:

Intended users: students in basic course, primarily those using Fairbanks' et al. Colloquial Sinhala

Format: book

Overall grammatical/pedagogical approach: none, graded readings

Presentation of language: Sinhala script

Physical quality of book: softbound

Editorial quality of target language: excellent, current

Editorial quality of English: excellent

Overall organization of text:
[approx. 200pp]
32 readings with individual glossaries, quite extensive grammatical, lexical and cultural notes, and a cumulative glossary. The readings are geared to begin with lesson 10 of Colloquial Sinhala, with one accompanying each successive lesson plus six additional readings. Ther is an introduction describing how the book is to be used.

Vocabulary areas covered: widely-varied

General comments: Intended to augment Colloquial Sinhala (Fairbanks et al.) by giving additional reading practice (beginning with lesson 10 of that book, and by introducing some grammatical points and dialectal variants not given there, as well as allowing earlier introduction of some important structures.

CPT page label: SINGAIRD1

LARC staffer: (Gair) McFerren

MacDougall, Bonnie G. Sinhala Basic Course, Modules 1-3. Washington, DC: Foreign Service Institute, 1979.

Specific language/dialect taught: Sinhala

Type of text: Basic text

Publication information: Out of print. [PK2813.M23 Vol. 1-3] Samples at CAL.

Intended users: English speakers, Foreign Service officers

Format: three books

Overall grammatical/pedagogical approach: structural/audio-lingual

Presentation of language: Module 1 introduces the Sinhala script, while Modules 2 and 3 use Sinhala script entirely.

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:

The Basic Sinhala Course consists of three modules: Beginning Signs and Letters; General Conversation; and Sinhala Structures. The first of the three introduces the script, with reading practice and exercises. The second provides notes on the structure of Sinhala, along with dialogues, drills and texts. The third deals with the Sinhala sound system and the Sinhala grammatical system.

Graphics, photographs, maps.

Vocabulary areas covered: Mainly communication and survival in newcomer situations.

General comments: A five-part preliminary version of this series was published in 1968 for the Peace Corps as An Active Introduction to Sinhala. While the LARC library contains samples of that publication, it will not be evaluated separately from the 1979 version published by FSI.

CPT page label: SINMCDOA1

LARC staffer: McFerren

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Sinhala
(lg)
Mac Dougall, Sinhala
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	
Electronic Aids	

Comments: Some introduction to the Colloquial language and the script. May be difficult to use of the pronunciation method is unfamiliar, and without a practiced teacher.

Evaluator: James Gair Date: Oct, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Sinhala
(lg)
Mac Dougall, Sinhala
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N	
Development of ability to use the language in appropriate contexts	X						NA
Presentation, explanation of basic grammatical structures	Y						
Development of accurate pronunciation	X						
Development of automaticity, fluency	X			X			
Development of appropriate range of vocabulary	X						NA
Presentation of cultural and functional information	X						NA
Development of encoding, decoding skills (in non-roman alphabets)				X			
Development of basic reading skills					X		

For spoken language, Sinhala employs Sinhala script

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?			
Do the materials include guides for teaching?	X		
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?	X		
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?	X		
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?		X	

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

Sinhala
(lg)
Time Daugall Sinhala
(text)

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?	X		
Do the materials expose students to language material above their momentary level?		X	
Do the materials enable the student to develop coping skills to handle language material above their momentary level?	X		
Do the materials include a wide range of learning activities for the student?	X		
Are the materials considered successful by current users, if any?	No information definite		
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?	X		
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?			X

Comments: Contains a great deal of exercise material. Use of the 'microlesson' format may make it difficult to use w/ that a teacher familiar with ascians splitting the grammatical notes between Two volumes!
Text includes Quite a few pictures and graphics. Provides a sound basic introduction, but less coverage than Fairbanks et. al.

Evaluator: [signature] Date: 4/17/85

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Ranawake, Edwin. Spoken Sinhalese for Beginners. Rev. ed. Colombo, Sri Lanka: M.D. Gunasena and Co., Ltd., 1953.

Specific language/dialect taught: Sinhala, colloquial

Type of text: Beginning text

Publication information: Out of print; [PK2813.R3 1953]. Sample at CAL. This is the 4th ed.; a 5th edition exists, published in 1968, but was unavailable for perusal or evaluation.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: phonetic transcription used throughout

Physical quality of book: n/a

Editorial quality of target language: good, but some problems with pronouns

Editorial quality of English: good

Overall organization of text:
30 lessons, built around a vocabulary of 650 words, include:
1. vocabulary list
2. grammar explanations
3. numerous examples
An English-Sinhala glossary of 650 words appears at the end of the text.

Vocabulary areas covered: non-specific

General comments:

CPT page label: SINRANAA1

LARC staffer: McFerren

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Sinhala
(lg)
Wasawaka, Spoken Sin.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?		^		
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?			X X X	
Are the materials usable in language teaching contexts?	*	*	X	

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Useful primarily as a subsidiary source of vocabulary and some grammatical information. Too limited for current class use. Strictly Vocabulary and Translation

Evaluator: James W. Gair Date: Oct 1985

Reynolds, C.H.B. Sinhalese; An Introductory Course. London: University of London, School of Oriental and African Studies, 1980.

Specific language/dialect taught: Sinhala, colloquial

Type of text: reference

Publication information: [PK2812.R49] First published in 1967. Copy at CAL. Available from the SOAS, London or in the US, at $47.

Intended users: English speakers

Format: book with tapes

Overall grammatical/pedagogical approach: traditional

Presentation of language: transcription is used throughout, even though the Sinhala script is introduced.

Physical quality of book: softbound

Editorial quality of target language: very good

Editorial quality of English: very good

Overall organization of text:
[319pp]
Introduction on phonology precedes 31 lessons, each containing: (1) vocabulary; (2) grammar; (3) two-way translation exercises (and in some lessons notes to the translations).

Appended are Sinhala versions of translation exercises and a Sinhala-English Vocabulary.

Vocabulary areas covered: non-specific

General comments:

CPT page label: SINREYNA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Sinhala
(lg)
Reynolds, Intro Course
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?		X X X		
Are the materials usable in language teaching contexts?	*	*		

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: 10/17/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Material Evaluation - 1

Swahala
(lang)
Reynolds, Intro Course
(text)

BASIC COURSE MATERIAL EVALUATION

Areas in which the materials contribute to training to Proficiency Level 2:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in appropriate contexts		X				
Presentation, explanation of basic grammatical structures	X					
Development of accurate pronunciation						
Development of automaticity, fluency			X			
Development of appropriate range of vocabulary		X				
Presentation of cultural and functional information						
Development of encoding, decoding skills (in non-roman alphabets)					X	
Development of basic reading skills						X

	Y	S	N
Do the materials give special attention to phonological aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials give special attention to grammatical aspects of the language which are likely to be difficult for the English speaker?	X		
Do the materials present non-linguistic information (e.g. gestures, taboos) necessary for appropriate linguistic behavior?		X	
Do the materials include guides for teaching?			X
Does implementation of the materials provide students with opportunities to hear, imitate and use the language?		X	
Are the materials to be learned broken down into appropriate segments which students can handle without undue fatigue or strain on their attention span?		X	
Are previously-learned items of structure, vocabulary and function overtly recycled in later units or lessons?			X

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Basic Course Materials Evaluation - 2

SINHALA
Reynolds, Intro Sinhala Course

	Y	S	N
Do the materials appropriately integrate the use of English in class?	X		
Are the materials likely to be visually appealing to the student?		X	
Do the materials expose students to language material above their momentary level?	X		
Do the materials enable the student to develop coping skills to handle language material above their momentary level?			X
Do the materials include a wide range of learning activities for the student?			X
Are the materials considered successful by current users, if any?		X	
In presenting the language, do the materials meet a variety of student needs, including affective and intellectual needs?		X	
Are lessons in the materials organized around functions to the exclusion of grammar?			X
Are lessons in the materials organized around grammar to the exclusion of functions?	X		

Comments: This book is full of useful information, primarily grammatical, but also some cultural. The organization makes it difficult to use in class, as most classes would currently be set up however, and certainly difficult for self-instruction (which is claimed as a goal). Morphological information often inadequate to generate new forms. Exercise material is confined to translation and grammatical and lexical information (sometimes maddeningly) is distributed between the grammar sections proper and the footnotes. Furthermore, points are not reinforced. The book does, however, give dialectal variants not available in other texts, and lexical and grammatical information not found elsewhere. It is thus valuable as auxiliary materials, and as a reference work, and sound in the knowledge of the language exhibited.

Evaluator: James W. Gair

Date: October, 1985

Y = yes; S = somewhat; N = no

INDIVIDUAL MATERIALS EVALUATION

Advanced Course Materials

Gair, James W. and W.S. Karunatilaka.
Samples of Contemporary Sinhala Prose
with Glossary and Brief Grammatical Notes.
Ithaca, NY: Cornell University, South
Asia Program, 1976.

Specific language/dialect taught: Sinhala, literary

Type of text: Advanced level teaching material

Publication information: [PK2814.S3] Sample at CAL.

Intended users: English speakers, advanced level students of Sinhala

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Sinhala script

Physical quality of book: spiral bound

Editorial quality of target language: excellent (actual printed texts)

Editorial quality of English: very little English, only in the preface and glossary.

Overall organization of text:
[52pp]
27 short readings with Sinhala-English glossary. No English translations.

Vocabulary areas covered: widely-varied

General comments: Intended to augment the author's Literary Sinhala and to serve as further exemplification of the grammatical material in that text.

CPT page label: SINGAIRC1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SINHALA
Gair, Contemporary Prose

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	X
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments:

Evaluator: James W. Gair

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 1

(lg) Svahili
(text) Jais, interact. Nias

ADVANCED COURSE MATERIALS EVALUATION

Areas in which the materials contribute to training to Proficiency Level 3 or beyond:	Oral Y	Oral S	Oral N	Reading Y	Reading S	Reading N
Development of ability to use the language in a variety of contexts				✓		
Presentation, explanation of advanced grammatical structures						
Development of automaticity, fluency				X		
Development of extensive range of vocabulary				X		
Presentation of cultural and functional information						
Development of advanced reading skills				X		
Development of competence in various styles in the standard dialect						
Development of competence in regional/ social dialects						

	Y	S	N
Do the materials consist of authentic texts?	X		
Do the materials present a range of written genre?	X		
Are teaching suggestions or strategies to exploit the text included?		X	
Are the materials logically sequenced?	X		
Is the historical period presented or talked about in the materials likely to be of direct benefit to students?			
Are the materials adaptable to differing student backgrounds and interests?	X		

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Advanced Course Materials Evaluation - 2

(lg) Sinhala
(text) Sasi, Contemp. Prose

Do the materials prepare students for self-learning after the course is over?

Y	S	N
Y		

Comments: This is a limited text, intended to give further practice in reading different styles of literary Sinhala using brief excerpts from actual printed sources. The only teaching aids are There a glossary and a brief introduction with some notes to points not covered in literary Sinhala

Evaluator: James W. Gair

Y = yes; S = somewhat; N = no

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INDIVIDUAL MATERIALS EVALUATION

Refresher-Maintenance Materials

INDIVIDUAL MATERIALS EVALUATION

Reference Materials

Gair, James W. and W.S. Karunatilaka. Literary Sinhala Inflected Forms: A Synopsis with A Transliteration Guide to Sinhala Script. Ithaca, NY: Cornell University, South Asia Program and Department of Modern Languages and Linguistics, 1976.

Specific language/dialect taught: Sinhala, literary

Type of text: Reference

Publication information: Out of print. [G.U. Call NO: PK2819.G3] Sample at CAL.

Intended users: intended for the linguistic specialist

Format: book

Overall grammatical/pedagogical approach:

Presentation of language: Sinhala script and transliteration

Physical quality of book: softbound

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[82pp]
Covers noun forms, pronouns, quasi-verbs and verb forms. The final section on the Sinhala writing system includes general principles, basic symbols, modifications, alphabetical order, finder list and a chart of consonant-vowel combinations.

Vocabulary areas covered: non-specific

General comments:

CPTipage label: SINGAIRB1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Arabela
(lg)
Yaus, Inflected Fam.
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	X			

* Specific language-teaching context

Basic Courses	X
Advanced Courses	
Refresher-Maintenance Programs	X
Reference Materials	X
Dictionaries	

(Intermediate)

Electronic Aids	

Comments: _____

Evaluator: J.W. Yau Date: 10/14/85

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

~~Sinhala~~ (lg)
~~Basic Literary Selected Forms~~ (text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			✓
b. grammatical approach			✓
c. state of knowledge of the language			✓
Are explanations clear to the non-specialist?	✓		
Are materials suitable for use by			
a. beginning students	✓		
b. advanced students	✓		
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category	✓		
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script	✓		
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	✓		
b. pedagogical reference	✓		
c. linguistic study	✓		
Do the materials purport to describe the entire language?			✓
Are the materials aimed at the English speaker?	✓		
Are the materials			
a. indexed	✓		
b. cross-referenced	✓		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	✓		
b. texts (paragraphs, passages, etc)			✓
Are examples/texts NA, since they are grammatical forms			
a. literary quotations			
b. quotations from oral sources			
c. invented for purposes of discussion			

Evaluator: Jill Jan Date: 10/14/88

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Sinhala
Jain. Literary Inflected Forms

Are examples/texts translated into English?

	Y	S	N
a. literal translations?	X		
b. idiomatic translations? NA, since grammatical forms	X		

Comments: This work is intended as a reference To accompany The same authors' introductory Literary Sinhala. It gathers together The morphological material from That work in one place for reference (rather than having it scattered Throughout The text and introduced in stages for pedagogical purposes as in The main text. It is Thus also usable as a reference source To The current written language without consulting The main text.

Y = yes; S = somewhat; N = no

BEST COPY AVAILABLE

Gunasekera, Abraham Mendis. A Comprehensive Grammar of The Sinhalese Language. Colombo, Sri Lanka: Sri Lanka Sahitya Mandalaya, 1962.

Specific language/dialect taught: Sinhala, literary

Type of text: Reference, Grammar

Publication information: Reprint of 1891 ed., currently out of print. [Georgetown University Call No.: PK2812.G8] Sample at CAL.

Intended users: English speakers

Format: book

Overall grammatical/pedagogical approach: traditional

Presentation of language: Sinhala script; transliteration and Sinhala script in Part I

Physical quality of book: n/a

Editorial quality of target language: good

Editorial quality of English: good

Overall organization of text:
[xvi, 516pp]
The Sinhala script is introduced and grammar presented in terms of parts of speech and syntax. In a section on colloquial Sinhala, the two forms (literary and colloquial) are compared. Numerous examples with English translations accompany the explanations.

Vocabulary areas covered: Vocabulary is wholly non-specific, chosen merely to illustrate grammatical points.

General comments:

CPT page label: SINGUNAA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Serbela (lg)
Gramatika (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently ~~spoken~~? Written	X			Deals only with the written language (except for passing reference and a short section comparing the colloquial and written.
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	X
Dictionaries	

Electronic Aids	

Comments: _____

Evaluator: _____ Date: 10/12/85

BEST COPY AVAILABLE

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Materials Evaluation - 1

Sinhala (lg)
Gunasekera, Grammar (text)

REFERENCE MATERIAL EVALUATION

	Y	S	N
Does the date of the materials render them old-fashioned in			
a. presentation			
b. grammatical approach		X	
c. state of knowledge of the language			X
Are explanations clear to the non-specialist?		X	
Are materials suitable for use by			
a. beginning students (of the literary variety)		X	
b. advanced students	X		
c. teachers/materials developers only			
Are materials arranged by			
a. grammatical category	X		
b. semantic category			
c. functional category			
Is the presentation of the language			
a. in its own script	X		
b. in romanization/transliteration			
c. in phonetic transcription			
Original intention of the materials:			
a. teaching materials	X		
b. pedagogical reference	X		
c. linguistic study	X		
Do the materials purport to describe the entire language?		X	
Are the materials aimed at the English speaker?	X		
Are the materials			
a. indexed	X		
b. cross-referenced	X		
Are the materials illustrated with			
a. examples (sentences, phrases, words, etc)	X		
b. texts (paragraphs, passages, etc) (at end)	X		
Are examples/texts			
a. literary quotations (sources not given)	X		
b. quotations from oral sources			
c. invented for purposes of discussion	X		

Evaluator: JWH Date: 10/19/84

Y = yes; S = somewhat; N = no

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Reference Material Evaluation - 2

Sinhala
Gunasekera, Grammar

Are examples/texts translated into English?
a. literal translations?
b. idiomatic translations?

Y	S	N
X		

Comments: This is an older work, in essentially the 19th century tradition, and hence often frustrating to use for the modern learner, who may find it maddeningly difficult to locate anything, in spite of the quite full table of contents and index. The emphasis is on word-formation ("etymology") and a great deal of the book is taken up with paradigms. Nevertheless, it is still the fullest work of the kind we have in English on the literary language, and hence very valuable as a reference source. It also contains still-useful sections on the sources of the vocabulary, and the syntax section, while difficult to consult, still contains much valuable information.

Y = yes; S = somewhat; N = no

Dictionaries

Carter, Charles. A Sinhalese-English Dictionary. Colombo: M.D. Gunasena and Co., Ltd., 1965.

Specific language/dialect taught: Sinhala, dialect not specified

Type of text: Reference, Dictionary

Publication information: [PK2837.C3 1965] Copy at CAL. Reprint of 1924 ed.

Intended users: Suitable for both Sinhala and English speakers.

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Sinhala script

Physical quality of book: n/a

Editorial quality of target language: excellent

Editorial quality of English: excellent

Overall organization of text:
[x, 805pp]
Sinhala alphabet introduced.
Approximately 48,000 Sinhala entries include: part of speech, English equivalents. To the definition in English of Classical Sinhala words not in ordinary use, there is added the ordinary Sinhala word.

Vocabulary areas covered: non-specific

General comments:

CPT page label: SINCARTA1

LARC staffer: MCP

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Indonesia
(lg)
Asher, J.E. Dictionary
(text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken? essentially written	✓			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	

Electronic Aids	

Comments: Carter's dictionary is in many ways old-fashioned*, and short on grammatical information. It also does not give pronunciations and examples. However, it is still the best work we have in reasonable compass for the student. Has a useful Botanical appendix, and is the easiest of the (somewhat) available dictionaries to use.

* There it could, as a result of an old work, include current technical terms, for example

Evaluator: JWSpain Date: 10/19/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Sinhala
(lg)
Carter, S-E Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		X	
b. grammatical approach			X
c. state of knowledge of the language			X
d. use of accepted modern standard script, orthography			X
Included in entries:			
a. etymologies			X
b. definitions/explanations	X		
c. translation equivalents	X		
d. transliterations			X
e. phonetic transcriptions of pronunciation			X
f. grammatical information Correct for major categories			X
g. examples			X
h. use of entry in phrases, idioms			X
i. syllable division			X
j. cross-references to other entries		X	
k. information on style levels		X	
l. information on regional, dialectal variation			X
m. warnings about language learner errors			X
n. cultural information (not significantly)			X
Are examples Not given			
a. literary quotations			
b. quotations from oral sources			
c. contrived for purposes of discussion			
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		X	
Does the dictionary approach full coverage of the vocabulary of the language? (For Sinhala, given colloquial and formal literary varieties, this is a near-impossibility in any work of this scope and short of a multi-volume set.		X	
Is the dictionary primarily aimed at the English speaker?	X		
Can the dictionary be used by beginning students of the language?	X		

Evaluator: J. W. Gair Date: 10/29/85

Y = yes; S = somewhat; N = no

Clough, B. Clough's Sinhala-English Dictionary. 2nd new and enlarged ed. New Delhi: Asian Educational Services, 1982.

Specific language/dialect taught: Sinhala

Type of text: Reference, dictionary

Publication information: Reprint of 1892 edition. [PK2837.C43 1982]

Intended users: English or Sinhala speakers

Format: book

Overall grammatical/pedagogical approach: none

Presentation of language: Sinhala script and transcription

Physical quality of book: hardbound, glued binding

Editorial quality of target language: good

Editorial quality of English: reflects 19th century usage English usage

Overall organization of text:
Approximately 41,000 Sinhala entries in Sinhala script and transcription include: English equivalents and definitions, colloquialisms, antonyms, cross-references.

Vocabulary areas covered: non-specific

General comments:

CPT page label: SINCLOUA1

LARC staffer: McFerren

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

Lenbola (lg)
Clough, S-E Dict. (text)

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?				
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?				
Are the materials usable in language teaching contexts?	•	•		

• Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	•

Electronic Aids	

Comments: (I had available to me only the 1830 edition)
This is an older dictionary than Cowan's and less useful to the student in many respects. However, the cultural information often surpasses later dictionaries, particularly in areas such as religion and astrology, so that the work does retain real usefulness.
as a basic reference.

Evaluator: JW Gair Date: 11/14/85

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Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

Sinhala
(lg)
Clough, S-E Dictionary
(text)

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary		x	
b. grammatical approach			x
c. state of knowledge of the language		x	
d. use of accepted modern standard script, orthography			x
Included in entries:			
a. etymologies			x
b. definitions/explanations	x		
c. translation equivalents	x		
d. transliterations			x
e. phonetic transcriptions of pronunciation			x
f. grammatical information only major categories, and broad, does compound			x
g. examples			
h. use of entry in phrases, idioms			
i. syllable division			x
j. cross-references to other entries			x
k. information on style levels			x
l. information on regional, dialectal variation			x
m. warnings about language learner errors			x
n. cultural information (See comments)		x	
Are examples			
a. literary quotations			
b. quotations from oral sources not given			
c. contrived for purposes of discussion			
Does the dictionary have an introduction or appendices presenting information of use to the language learner?		x	
Does the dictionary approach full coverage of the vocabulary of the language? Not really possible given the variety of written materials in addition to the colloquial		/	
Is the dictionary primarily aimed at the English speaker?	x		
Can the dictionary be used by beginning students of the language?	x		

Evaluator: [signature] Date: 4/19/85

Y = yes; S = somewhat; N = no

De Zoysa, Agampodi Paulus. Dharmasamaya Sinhala Sabda Kosaya. English and Sinhalese. Colombo: Dharmasamaya Printers, 1964-67.

Specific language/dialect taught: Sinhala

Type of text: Reference, dictionary

Publication information: out of print [PK2837.D38]

Intended users: Sinhala speakers

Format: three books

Overall grammatical/pedagogical approach: none

Presentation of language: Sinhala script

Physical quality of book: hardbound

Editorial quality of target language: excellent

Editorial quality of English: only English is in English equivalents of Sinhala entries

Overall organization of text:
[2,884 pp]
Introductory pages in Sinhala.
Sinhala entry, multiple English equivalents.

Vocabulary areas covered: non-specific

General comments:

CPT page label: SINDEZOA'

LARC staffer: McF

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SINHALA
DeZoysa, Eng and Sinhala Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments: This dictionary is more recent than Carter's and hence includes some words not included there. It is thus a useful supplement to that work, in addition to being usable on its own. Information is given primarily in translation equivalents, without context. Not as much information concerning the classical language as Carter's, and the entries are not separated by varieties, as in that work. The (Sinhala) alphabetical order used deviates slightly from the usual one. More difficult to use than Carter, because of the lack of separation of entries, so that one item may be followed by a number of possible translation equivalents.

Evaluator: James W. Gair

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

SINHALA
DeZoysa, S and E dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N	
Does the date of the dictionary render it old-fashioned in				
a. vocabulary			X	
b. grammatical approach			X	
c. state of knowledge of the language			X	
d. use of accepted modern standard script, orthography			X	
Included in entries:				
a. etymologies			X	
b. definitions/explanations		X		
c. translation equivalents	X			
d. transliterations			X	
e. phonetic transcriptions of pronunciation			X	
f. grammatical information		X		*
g. examples			X	
h. use of entry in phrases, idioms			X	
i. syllable division			X	
j. cross-references to other entries			X	
k. information on style levels			X	
l. information on regional, dialectal variation			X	
m. warnings about language learner errors			X	
n. cultural information			X	
Are examples				
a. literary quotations				
b. quotations from oral sources		n/a		
c. contrived for purposes of discussion				
Does the dictionary have an introduction or appendices presenting information of use to the language learner?			X	
Does the dictionary approach full coverage of the vocabulary of the language? (Not possible, given the number of varieties of written, along with the colloquial.)		X		
Is the dictionary primarily aimed at the English speaker?		X		**
Can the dictionary be used by beginning students of the language?	X			

Comments: *Limited to major grammatical category and some designation of gender, tense, etc. (in Sinhala abbreviations).

**Sinhala equivalents are also given for the Sinhala reader, but the primary aim seems to be at the English-speaking user.

Evaluator: James W. Gair

Date: October, 1985

Malalasekera, G.P. English-Sinhala Dictionary. Colombo, Sri Lanka: M.D. Gunasena and Co., Ltd., 1967.

Specific language/dialect taught: Sinhala

Type of text: Reference, dictionary

Publication information: This dictionary was first published in 1948, this edition is a reprint of the 1958 ed, and is currently out of print. [PK2837.M3 1967] Sample at CAL.

Intended users: English and Sinhala speakers

Format: book

Overall grammatical/pedagogical approach: n/a

Presentation of language: Sinhala script

Physical quality of book: hardbound

Editorial quality of target language: excellent

Editorial quality of English: good

Overall organization of text:
[xv, 1066pp]
Approximately 16,000 English entries with pronunciation of English words given in Sinhala pronunciation symbols. Sinhala equivalents, parts of speech, levels of usage and idioms.

Vocabulary areas covered: non-specific

General comments:

CPT page label: SINMALAA1

LARC staffer: McFerren

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation
Meta-Criteria

SINHALA
Malalasekera, E-S Dictionary

META - CRITERIA

	YES	SOME-WHAT	NO	COMMENTS
Is the language presented in the materials acceptable to an educated native speaker as representative of the text's intended dialect as it is currently spoken?	X			
Are the materials of high quality, in terms of a. fulfillment of text goals? b. clarity of organization? c. lucidity of presentation?	 X X X			
Are the materials usable in language teaching contexts?	* X	*		

* Specific language-teaching context

Basic Courses	
Advanced Courses	
Refresher-Maintenance Programs	
Reference Materials	
Dictionaries	X

Electronic Aids	

Comments:

Evaluator: James W. Gair

Date: October, 1985

Center for Applied Linguistics/LARC
Materials Evaluation - 1985
Individual Text Evaluation

SINHALA
Malalasekera, E-Sinnala Dictionary

BILINGUAL DICTIONARY EVALUATION

	Y	S	N
Does the date of the dictionary render it old-fashioned in			
a. vocabulary			X
b. grammatical approach			X
c. state of knowledge of the language			X
d. use of accepted modern standard script, orthography			X
Included in entries:			
a. etymologies			X
b. definitions/explanations	X		
c. translation equivalents	X		
d. transliterations			X
e. phonetic transcriptions of pronunciation			X
f. grammatical information		X	
g. examples			X
h. use of entry in phrases, idioms			X
i. syllable division			X
j. cross-references to other entries			X
k. information on style levels		X	
l. information on regional, dialectal variation			X
m. warnings about language learner errors			X
n. cultural information			X
Are examples			
a. literary quotations			
b. quotations from oral sources — FEW, IF ANY			
c. contrived for purposes of discussion			
Does the dictionary have an introduction or appendices presenting information of use to the language learner? ONLY A SHORT PREFACE AND LIST OF ABBREVIATIONS.			X
Does the dictionary approach full coverage of the vocabulary of the language?	X		
Is the dictionary primarily aimed at the English speaker?			X
Can the dictionary be used by beginning students of the language?		X	

Comments:

Evaluator: James W. Gair

Date: October, 1985

INDIVIDUAL MATERIALS EVALUATION

Electronic Materials